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ABSTRACT

The purpose of this report is to examine scholarly publications on foreign languages and to ascertain what publication possibilities exist for research in language teaching. The study focuses on publications concerned with French, German, and Spanish, the languages most commonly taught in high schools, colleges, and universities in the United States. The study concludes with observations on the issue of publication outlets as it relates to the larger issues that the foreign language profession currently faces. It is suggested that the foreign language field continues to be dominated by traditional, literature-oriented scholars. The opportunities individuals interested primarily in languages and the teaching of languages have for publishing the results of their scholarship are few compared to opportunities for publications of literary research. By increasing the number of publications devoted to language teaching, language specialists will be encouraged to produce in their chosen field. (JL)

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Publication Outlets in Foreign Languages and Literatures

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The opportunities for publishing the results of scholarly research on foreign languages and language teaching are significantly fewer than the opportunities to publish on aspects of foreign literatures. There are fewer journals devoted to the non-literary aspects of foreign languages than there are journals devoted to foreign literatures. Although many new foreign language journals have appeared in the last twenty years, these new publications favor literary scholars over those whose research is in the area of language.

Given the importance of publication to the careers of foreign language professionals, the availability of outlets for the results of scholarly research is a serious concern. Indeed, the nature of the foreign language profession has been, and will continue to be, shaped by its

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scholarly journals. If research endeavors which relate to language teaching are unlikely to be published, such research may be abandoned in favor of areas of investigation (e. g., literary analysis) for which publication outlets are more plentiful.

The issue of professional publications is directly related to the foreign language profession's image of itself. The scarcity of outlets for research on foreign language teaching also reflects, although less directly, the profession's response to the controversy regarding the relative importance of research vs. teaching. When foreign language literary journals outnumber those devoted to the teaching of language, the profession seems to accord to language teaching a second-class status. This is somewhat ironic in view of the fact that the work of most college/university-level foreign language departments, even those with powerful and prestigious literature-oriented graduate programs, consists primarily of teaching language.

The purpose of this article is to examine scholarly publications in foreign languages and to ascertain what publication possibilities exist for research in language teaching. The study will focus on the three foreign languages most commonly taught in the high schools, colleges and universities of the United States: French, German and Spanish. The

article will conclude with some observations on the issue of publication outlets as it relates to the larger issues which the foreign language profession currently faces.

Although most articles on the teaching of foreign languages are language-specific, there are journals which publish research on more than one language. The Modern Language Association 1988-1989 Directory of Periodicals lists one journal under the general heading "Foreign Languages" and eight under the heading "Foreign Language Teaching." The sole "Foreign Languages" entry is the Association of Departments of Foreign Languages Bulletin. Of the eight journals indexed under "Foreign Language Teaching", three (Forum Linguisticum, The Modern Language Journal, and Rocky Mountain Review of Language and Literature) are published in the United States.

The MLA Directory of Periodicals "contains all information available on the journals and series on the [MLA International] Bibliography's Master List. . . . Any regularly published journal available to libraries and/or universities that prints articles on language, literature, or folklore with some frequency is eligible for inclusion on the Master List." Given its stated scope, one might assume that the MLA Directory of Periodicals would be the final authority by which to gauge publishing outlets in

foreign languages and literatures. However, even a cursory glance at the three U.S. Journals listed under "Foreign Language Teaching" raises questions about the Directory's scope and authority.

Perhaps the most significant omission to the journals listed under "Foreign Language Teaching" is Foreign Language Annals, the official journal of the American Council on the Teaching of Foreign Languages. Not only is Foreign Language Annals missing from this section of the index, it is not included in any section of the Directory. It is completely omitted.

In response to a letter inquiring about this rather important lapse, the coordinator of the Master List and Directory of Periodicals responded, "The periodicals that we include in the Directory publish critical articles and books on literature, language and linguistics, and folklore . . . . I've reviewed the copies of Foreign Language Annals that we have, and judging from these issues, the journal focuses primarily on pedagogy. Works dealing with pedagogical concerns are only included in the Bibliography if they contain critical commentary on the above subjects." The omission of Foreign Language Annals and the unsatisfactory explanation for same raises questions regarding other journals which might have been omitted.

The Modern Language Journal, one of the three publications listed in the Directory under "Foreign Language Teaching", contains a very useful

feature entitled "In Other Professional Journals." This section of the Journal lists "current articles of pedagogical orientation in some of the major journals on language teaching and learning" (Journal, Vol. 72, No. 3, p. 328). Although the Journal does not claim to include all major journals, its list does contain several other publications which the Directory does not include. Of the eighteen journals listed in four recent issues of the Journal (Volume 72, Numbers 1, 2, and 3; Volume 73, Number 2) ten are included in the Directory: ADFL Bulletin, Applied Psycholinguistics, Canadian Modern Language Review, The French Review, Hispania, International Review of Applied Linguistics in Language Teaching, Journal of Language and Social Psychology, Language Learning, TESOL Quarterly and Die Unterrichtspraxis. The eight which are included in the Journal but not in the Directory are Applied Linguistics, The British Journal of Language Teaching, Calico Journal, Dialog on Language Instruction, ELT Journal, Foreign Language Annals, Journal of Structural Learning and System.

This comparison of publications listed in the MLA Directory of Periodicals and the Modern Language Journal calls into question the Directory's criteria for inclusion. It certainly makes one wonder about the index to the Directory which omits so many journals which address issues

of foreign language teaching from that particular listing. It may also raise doubts as to how well the Modern Language Association serves (or seeks to serve) those of its members whose primary concern is language teaching.

The Directory is not the central issue, however. The central issue is whether scholars who choose to do research on foreign languages have as many publication outlets as those who study foreign literatures. The answer is no. If one adds all the language journals listed in both the Directory and the Modern Language Journal, one has a list of some thirty publications (foreign and domestic). This number is miniscule compared to the 208 publications which the Directory lists for French, German, Spanish and Latin American literatures. If one assumes that publications on the teaching of specific languages abound and make the total number of journals devoted to language and literature more balanced, one is mistaken.

French

Using the MLA 1988-89 Directory as a guide, we see that publication outlets in French are numerous. The Directory lists some 104 different journal titles that relate either to foreign languages in general or to

French in particular. The balance is heavily weighted in favor of studies in French and Francophone literatures as opposed to language studies, however. A simple count shows that ninety (90) of the journals are indexed under the heading "French Literature" or one of the twenty other specialized headings such as "French Literature, 1500 to Present," "French Literature, of North Africa," or "French Poetry, 19th Century Parnassian."

It would be misleading to assume that the relatively few remaining titles are devoted to the study of French language, however. Some treat languages in general. Of the thirteen (13) titles indexed under the specific heading "French Language," twelve (12) are also listed under "French Literature." The description of each of these journals in the text of the Directory indicates clearly that editorial priorities are divided between language and literature. The only journal indexed under "French Language" that seems to be devoted exclusively to studies of French language is L'Information grammaticale, published in France.

Furthermore, only three of these thirteen titles are published in the United States: Chimères: A Journal of French and Italian Literature, The French Review, and Stanford French and Italian Studies; and, except for the French Review, they are devoted almost exclusively to literary articles. Of the ten journals published in foreign countries, most are

again either exclusively or predominately directed toward the publication of literary articles.

Under the index heading "French Language--Teaching," the MLA Directory lists seven titles of journals, six of which will accept articles in either French or English. (The seventh, Cizi Jazyky ve skole, is limited to Czech or Slovak.) Of these journals, however, three are devoted to languages in general. (One may question why these three titles are carried under "French Language, Teaching" and not "Foreign Languages, Teaching.") Of the four journals focussed specifically on French, only one, The French Review, is published in the United States.

Once again, however, these journals are not devoted exclusively to studies of the French language in teaching; in fact, literary articles account for a major portion of the content of these journals. The French Review, published by the American Association of Teachers of French, is well known throughout the United States and can serve as an example of the imbalance between articles on language and those on literature. Statistics published each year in the October issue of The French Review relate the kinds of articles submitted and the action taken on them. Between 1 June 1986 and 31 May 1987 (Vol. 60), a total of seventy (70) articles were accepted for publication. Sixty percent (60%) of the

acceptances are included as "Literature" while twenty-one percent (21%) are categorized as "Pedagogy" and three percent (3%) are "Other." "Civilization" accounts for eleven percent (11%) of the articles accepted and "Film" for four percent (4%) in this particular volume. Between 1 June 1987 and 31 May 1988 (Vol. 61), fifty-two (52) acceptances are referenced as "Literature," 63%; "Pedagogy," 19%; "Civilization," 2%; "Film," 4%, "Other," 12%.

The French Review has long encouraged its readers to submit articles on non-literary topics, especially pedagogical subjects, since its editorial staff is well aware that the publication serves not only college and university teachers but also a great number of secondary and elementary teachers. While the actual acceptance rate for submissions in pedagogy or civilization is consistently higher than for literary articles, the balance of the journal as published remains predominately in favor of literary works.

We find, then, that most scholarly journals in the area of French as indexed in the MLA Directory are clearly interested exclusively in literary subjects. Even the journals that accept articles on French language and its teaching are themselves often devoted largely to literature, leaving

relatively few publication opportunities for scholars whose area of concentration happens to be French language or French teaching.

German

According to the Directory of Publishing Opportunities in Journals and Periodicals (Chicago, IL: Marquis Academic Media, 1981), there are twenty-five North American periodicals which, from all the evidence, might accept manuscripts of articles on topics related to second or foreign language education. Of these, the following would probably be receptive to submission of manuscripts relating specifically to the learning of German: Canadian Journal of Higher Education/La revue canadienne d"enseignement supérieur, Canadian Modern Language Review/Revue canadienne des langues vivantes (CMLR), Foreign Language Annals (FLA), Modern Language Journal (MLJ), Die Unterrichtspraxis (UP), Phi Delta Kappan (PDK), Chronicle of Higher Education, New Directions in Teaching, Perceptual and Motor Skills, Reading Horizons, Reading Improvement, Reading Research Quarterly and Teaching Language through Literature. Each accepts manuscripts on learning in very general (PDK), language learning in general (CMLR, MLJ), reading skills in particular

(Reading Research Quarterly), and the teaching of German in very particular (UP).

Adding to this six "offshore" journals (International Review of Applied Linguistics [Germany], AUMLA [Australia], Creativity: New Ideas in Language Teaching [Brazil], ITL: Review of Applied Linguistics [Belgium], Modern Languages [United Kingdom], Modern Language Review [United Kingdom]) brings the total of potential journals for German teachers to thirty-one. The remaining journals are: Colloquia germanica, Dimension, German Quarterly, Germanic Notes, The Germanic Review, Germano-Slavica, Journal of English and Germanic Philology, Modern Language Review, Modern Languages, Monatshefte, German Studies Review, and New German Critique. Most are devoted to topics involving literature and linguistics. None openly invites topics on the teaching and learning of language, German or otherwise.

In practice, however, teachers of German language skills have few places to send manuscripts on student learning strategies, classroom teaching techniques, materials development, supervision and coordination of language courses and course sequences, curricular issues, and the like. The journals named above indicate that they would be willing to accept articles related to second/foreign language learning, including German.

Yet only one, Die Unterrichtspraxis, is devoted exclusively to German language teaching explicitly. No data was available as to rates of acceptance of manuscripts submitted, but anecdotal information indicates that approximately 40% of all manuscripts submitted to Unterrichtspraxis are eventually accepted for publication. The acceptance rate for most other journals is most likely between 40% and 60%.

Spanish

The Modern Language Association 1988-1989 Directory of Periodicals lists only three journals in its index under the heading "Spanish language, teaching." Only one of the three, Hispania, is published in the United States. Of the remaining two journals, only the Canadian Modern Language Review accepts articles in English or Spanish. It is rather doubtful that one can consider Cizi Jazyky ve Skole a genuine outlet for the research efforts of a typical American Hispanist since the journal is published in Czechoslovakia and only accepts contributions written in Czech or Slovak.

The reader who is familiar with Hispanic journals will find this very brief list interesting for two reasons. First, the three journals (only one published in the United States) are overshadowed, almost to the point of

insignificance, by the number of journals listed under the index headings of "Spanish literature," "Spanish American literature" and "Latin American literature." There are 46 journals listed under "Spanish literature"; 15, or almost a third, of these are published in the United States. The list of journals under the heading "Spanish American literature" is considerably shorter; only 17 titles are listed of which nine, or over half, are published in the United States. The "Latin American literature" list is somewhat longer; 30 journals are listed with eleven of these published in the United States.

Before leaving the issue of relative numbers of publications in language vs. literature, two points should be added which make the numbers of literary publications clearer and more accurate. If one were to compare the three periodicals indexed under the heading "Spanish language, teaching" with the 93 periodicals indexed under the three literature headings mentioned above, one might misinterpret the imbalance between literary and language periodicals. The number of literary periodicals is artificially high since some are listed under more than one of the three headings. In fact, only 67 distinct periodicals are named; many are listed both under "Spanish literature" and either "Spanish

American literature" or "Latin American literature." Only one periodical is listed under all three headings.

By counting each journal in these general headings only once, one reduces the language teaching/literary publications ratio to 3/67. However, the publications listed under the three general Hispanic literary headings do not constitute all the outlets for Hispanic literary scholarship. In addition to the journals listed under the general headings, there are two or three dozen specialized Hispanic literary publications. These do not appear in the general listings in the Directory, but under other headings such as "Hispanic-American literature," "Latin American drama," "Spanish literature, contemporary," etc. Although only a small percentage of hispanists would submit their research to the Latin American Theatre Review or La Coronica: Spanish Medieval Language and Literature Journal and Newsletter, specialized literary journals publish hundreds of literary articles annually and increase the publication options for scholars doing research in these areas.

The journals listed under the "Spanish language, teaching" heading are overwhelmingly outnumbered by literary publications. Even if each of the three publications mentioned were devoted exclusively to the teaching of the Spanish language, publication possibilities in the field would be

few. However, none of the three periodicals has Spanish language teaching as its sole focus. Both the Czechoslovakian publication and the Canadian Modern Language Review accept articles dealing with other foreign languages. Only Hispania which describes itself as "A Journal Devoted to the Interests of the Teaching of Spanish and Portuguese" limits its focus to the Iberian and Ibero-American world.

To assume that Hispania contains only scholarly studies of language teaching would be to assume incorrectly. Hispania is the official publication of the American Association of Teachers of Spanish and Portuguese, an organization whose membership includes teachers at every level. Therefore its focus is divided, if not fragmented.

In 1986 Hispania changed its appearance and its format. The journal is now divided into three parts: (1) articles and reviews, (2) editorial and association business, (3) linguistics and pedagogy. A study of the number of pages devoted to literature and to language in the three volumes which have appeared since 1986 (Volumes 69-71) may indicate how well the journal serves the AATSP's various constituencies.

Pages devoted to:	Vol. 69	Vol. 70	Vol. 71	Total	Average
Articles on language and culture	26	5	0	31	10
Articles on literature	314	273	296	883	294

Reviews related to language and culture	24	28	19	71	24
Reviews related to literature	112	114	112	338	113
Editorial/business	232	233	239	704	235
Linguistics and pedagogy	219	290	306	815	272

Excluding the 704 pages devoted to editorial and/or business concerns, the three volumes contain 2138 pages. Of these 1221 (57%) are devoted to literature and 917 (43%) to language.

The diversity of the AATSP's members is reflected in the contents of its journal. The association's preponderantly Spanish membership is reflected in the relatively few number of articles in or about Portuguese. Literary articles and reviews cover the gamut from medieval to modern. The section of Hispania devoted to linguistics and pedagogy and, more specifically, the divisions in that section, reveal how many groups of language teachers are served by the journal.

Pages devoted to:	Vol. 69	Vol. 70	Vol. 71	Total	Average
Theoretical linguistics	31	49	63	143	48

Applied linguistics	25	28	60	113	38
Teaching in the elementary schools	15	20	8	43	14
Teaching in the secondary schools	15	26	26	67	22
Teaching in community colleges	9	13	15	37	12
Teaching in colleges and universities	25	76	40	141	47
Audio-visual instructional media	7	12	13	32	11
Computers in research and teaching	44	58	60	162	54

Although all of Hispania's readers might profit from a very general article on some aspect of language, the specific pedagogical concerns of the elementary school teacher are not the same as those of the university instructor. The balance between language and literature in Hispania must be reassessed in light of the number of diverse groups involved in the teaching of Spanish and Portuguese.

Obviously there is diversity, to perhaps an even greater degree, among literary scholars. This would seem to argue that Hispania serves all its constituencies equally well (or poorly). However, it must be

remembered that Hispania is the only journal published in the United States which focuses specifically on the teaching of the Spanish language. Furthermore, of the three journals which consider themselves as addressing the topic of "Spanish language, teaching," it is the only one which is limited solely to Spanish and Portuguese. In contrast, literary scholars have almost one hundred journals published in Spain, Latin America and throughout the world which focus on Spanish and Latin American literature . . . often on specific periods or authors. The community college Spanish teacher must rely on Hispania or on the rare article on the specific topic of community college Spanish instruction which might occasionally appear in one of the general foreign language journals cited earlier.

To some extent, the imbalance between publication outlets in foreign languages and literatures reflects the focus of the entire profession. Although academic departments of foreign languages have always provided instruction in both disciplines, the traditional focus of the faculties of these departments has been literary. Pedagogical developments and revolutionary changes such as the audio-lingual method and the proficiency movement have had little impact on scholars who

seemingly operate under the tenets of a nineteenth-century view of language teaching.

Janet K. Swaffar has provided an amusing and accurate portrayal of post-audio-lingual realities in the typical college/university foreign language department. "After World War II the advent of audio-lingual approaches to language learning seemed to change our mission. But only in appearance. No audio-lingual program gave rise to an advanced student who represented an alternative to the elitist scholar, to the 'high culture' goal of language learning. There were still plenty of senior faculty members who saw an emphasis on speaking skills as contrary to our academic aspirations. As a result, an uneasy compromise was made to maintain the status quo, yet afford the appearance of change. While it was well and good to emphasize the spoken language in first-year study, in the second year students still got down to the buisness of learning to read and display grammar mastery. Since reading generally meant translation, as it had for much of the history of language study, the communicative skills of students suffered (Chastain). At the same time, dissenting and often divisive views about what beginners should be learning characterized many departments. The disparity between first year 'language training' (the remedial work) and ' scholarly training' (the

academic mission) thereafter was evident. The preparation of language majors and graduate students remained substantively an unaltered, 'high culture' enterprise." (55)

As Kenneth Chastain (3) has informed us, the traditional approach to language teaching was inherited from the classical languages. In this "grammar-translation" approach, language was taught by the memorization of rules and paradigms. Spoken language was not emphasized because the primary purpose of studying a foreign language was to be able to read and appreciate works of foreign literature in their original form.

This bias toward literature is partially responsible for the fact that even today there are relatively few outlets for scholarly articles on foreign language as opposed to literature. The fact that the bias exists most strongly at the graduate level of foreign language education would seem to guarantee a perpetuation of the imbalance of publishing outlets. Although literary research is a worthy undertaking, in view of what the foreign language profession actually does with its time, it seems logical that its professional energies would be directed primarily to language and to the teaching of language.

This concern with the place of language teaching in the academic field of foreign languages is not new. The Fall 1984 MLA Newsletter

contained an article which grew out of the recommendations made by departmental administrators at the ADE (Association of Departments of English) and the ADFL (Association of Departments of Foreign Languages) summer seminars. The article, by then MLA Executive Director English Showalter, was entitled "What Departments Look For in New PhDs." The article stressed the problem of graduate schools which produce students who are trained only in a narrow field of literature and who are incapable of functioning in teaching situations which primarily require the ability to teach language.

Overspecialization in a narrow field of literature and lack of preparation in language teaching were also mentioned as areas of concern in articles by Mead and Elling. Both articles reported the findings of an MLA-sponsored conference on foreign language graduate education. Elling noted, somewhat pessimistically, that the ability of graduate schools to change their traditional literature centered approach was tied to the marketability of their product. If new PhDs with no formal training in language teaching cannot find jobs, graduate programs may be forced to change(46). Given the predictions of growth and a "sellers' market" for new PhDs in foreign languages, there is little likelihood that the overemphasis on literary preparation and specialization will end soon.

Richard Teschner has observed the effects of the imbalance between language and literature in an article on the areas of specialization of lower-division foreign language program directors. According to Teschner's survey, even faculty members who had administrative responsibilities for language programs were literature specialists who continued to do research and to publish primarily on literary topics (30).

Teschner notes that this situation stems, in part, from the very sound advice which graduate school faculty give their students as they take their first jobs. Recent PhDs are advised to use their graduate field of expertise, usually reflected in their dissertation, to establish themselves professionally. If their area of graduate specialization is literature, they will likely continue in this area even if the demands and responsibilities of their new positions call them in a different direction(33).

To the extent that the dissertation topic determines an individual's professional research area, language teaching may receive short shrift for years to come. Each year The Modern Language Journal publishes a list of doctoral degrees granted in foreign languages in the United States. In the introduction to the 1987 list David Benseler notes, "Of a total of 453 dissertations reported here, most (369) -- as anyone familiar with the

broad discipline of foreign languages and literatures in the United States would expect -- devote themselves in some way to the analysis of various aspects of national literatures" (304).

Since, as Beneseler goes on to say, "most dissertations are applicable to a minimum of two areas (e.g., German and Foreign Language Education) and, in numerous instances, to others as well(304)," it is heartening to note that 104 of the doctorates granted in 1987 were to candidates who dissertations were classified as "Foreign Language Education/Applied Linguistics." The ratio of 104 to 369 is not impressive even if one assumes that foreign language education was the primary focus of all the dissertations so designated. However, the fact that almost one fourth of the 453 dissertations in the field focussed to some degree on foreign language education may argue that there exists a growing number of scholars whose interests are not being served by existing journals. The fact that The Modern Language Journal accepts less than 20% of the articles it receives (35-45 articles are accepted from 200-250 submissions) is another indication that additional language journals are needed.

The issue of publication outlets is closely tied to the foreign language profession's image of itself. Scholars like Swaffar see the

profession opening, not only to admit but to actively recruit, faculty capable of offering interdisciplinary courses relating foreign languages to such fields as history, sociology and philosophy. Swaffar also sees a need for computer expertise in the foreign language department and for faculty trained in applied linguistics (58). She cites such preeminent figures as David Benseler, Claire Kramsch, Dale Lange and Renate Schulz as proof that applied linguistics and the practitioners of same are an increasingly accepted part of the foreign language profession (59).

Much as one might like to see the realization of Swaffar's vision, it is difficult to ignore evidence which indicates that the four individuals mentioned in the previous paragraph are exceptions which prove the rule: that language teachers continue to be accorded second-class status, particularly in tradition-dominated, research-oriented departments. Trisha Dvorak sees the problem as one of ignorance on the part of those whose background is in literature and whose training has ill-equipped them to acknowledge that language teaching requires expertise (218).

James Redfield seems to accept the fact that "language teaching is relatively low-status" (10) as a fait accompli. His utopian (draconian?) solution to the division which exists between language and literature specialists in college/university departments has a certain charming

simplicity: "If I were a cultural dictator, I would get the universities out of the language teaching business. I would like a tough proficiency requirement as a condition of entrance and a tougher one as a condition of graduation, and I would leave it to the students to figure out how to meet it. The result, I predict, would be a rapid expansion and transformation of the existing private-sector language teaching business to meet the needs of those who must satisfy the university requirements. Out graduate students could work for these independent language teaching agencies instead of us, and out students could prepare for our exams without course credit. Instructor and students alike could be focused on linguistic competence and nothing else" (12). Whether even the largest, research-oriented, graduate foreign language department could exists without the revenue generated by hundreds or thousands of lower-division students (taught be low-status and poorly-paid graduate students) does not seem to concern Professor Redfield.

The foreign language field continues to be dominated by traditional, literature-oriented scholars. The opportunities which those interested primarily in languages and the teaching of languages have for publishing the results of their scholarship are few compared to outlets for publication of literary research. By increasing the number of publications

devoted to language teaching, we may encourage language specialists and pedagogues in their chosen field. However, the root of the problem lies in the profession's self-image. As long as we hold to the classical view that the sole purpose for learning a language is to read literature, as long as we ignore the fact that language teaching is the primary work of our profession, we will remain a field which does little research on what we teach and which teaches very little of what we research.

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